13/07/21

UNIT 1

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TEACHING APTITUDE

Teaching : [3 types]

- Concept, Objective, Levels of teaching
  - Memory
  - Understanding
  - Reflective
- Characteristics & Basic requirements

Learner's characteristics : [4 types]

- Characteristics of adolescent & adult learners & Individual differences
  - Academic
  - Social
  - Emotional
  - Cognitive

Factors affecting Teaching : [4 types]

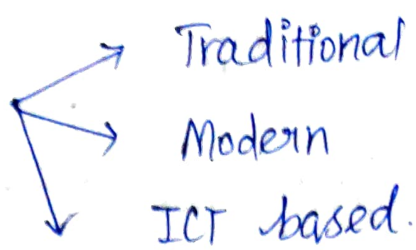
- Teacher
- Learner
- Support material, Instructional facilities
- Learning environment & Institution

Methods of teaching in Institutions of higher learning :

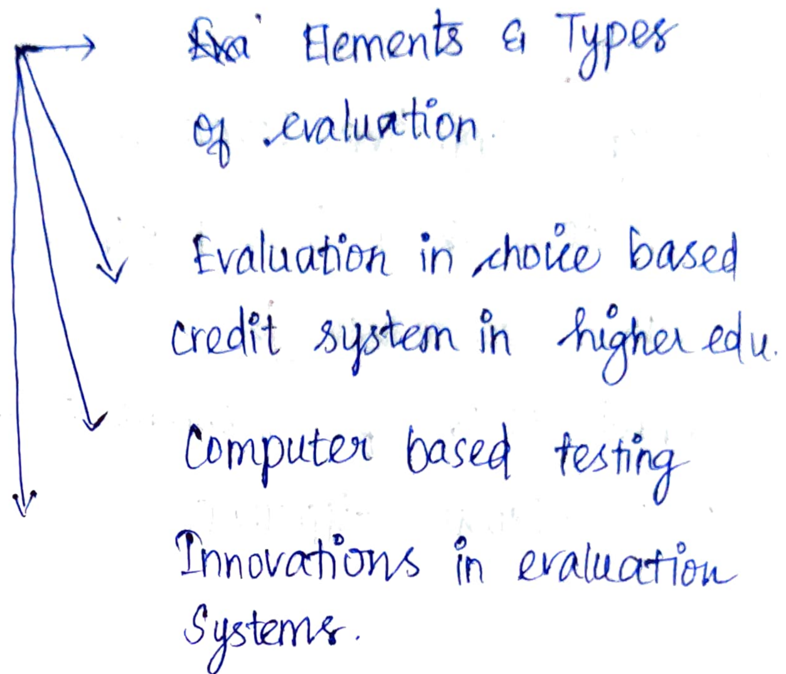
- Teacher centered Vs Learner centered
- Offline Vs Online

Current Affairs : Swayam, Swayamprabha, mooc etc.,

Teaching Support System
(3 types)



Evaluation Systems :
(4 types)



OBJECTIVES OF TEACHING :

- Acquisition of Knowledge
- Constantly refresh & upgrade Knowledge
- Student can → Understand, Apply & Create
- Provide an efficient member to the society
- To make the student, a better thinker.
- To acquire new experience
- Desired changes in students
- Shape behaviour & conduct.

- To ensure transformation
- To develop capacity to take decisions
- Must integrate at the end of instruction
- Improve learning skills
- Development of
  - → Conceptual
  - → Intellectual
  - → Subject specific skills
- Formation of a belief system
- Development of Values
- Objective describes → An intended results of instruction.
- Instructional obj. communicate the intended learning outcomes
- Two ways (2 types)
  - Bloom
  - Gagne & Briggs

Bloom classification

- → Cognitive domain
- → Affective domain
- → Psychomotor domain

Cognitive domain:

- Related to development of intellectual capability
- Core learning
- It functions at 6 levels:

Function at 6 levels

1) Knowledge - Recalling Info
2) Comprehension - Meaning of Material
3) Application - Abstract to practice
4) Analysis - Breakdown Several Parts
5) Synthesis - Combining all parts
6) Evaluation - Judgement

Affective domain:

• Deals with



Attitude
Motivation
Willing to participate

• Incorporating Values of discipline
• **Function at 5 levels**

i) Receiving - Listen
ii) Responding - Reply
iii) Valuing - Involve
iv) Organizing - Idea
v) Characterization - Change behaviour.

Psychomotor domain :

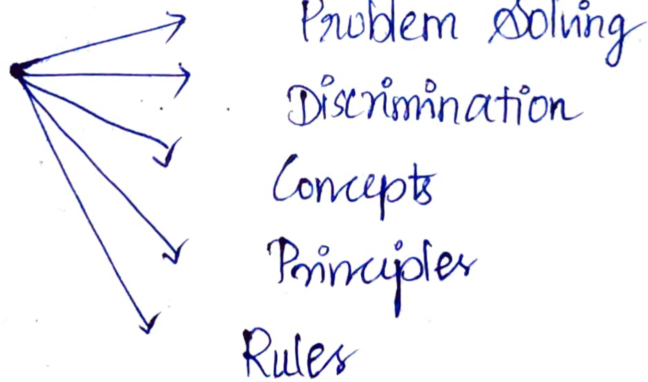
- Concerned with acquisition of technical skills.

Function at 5 diff. levels :

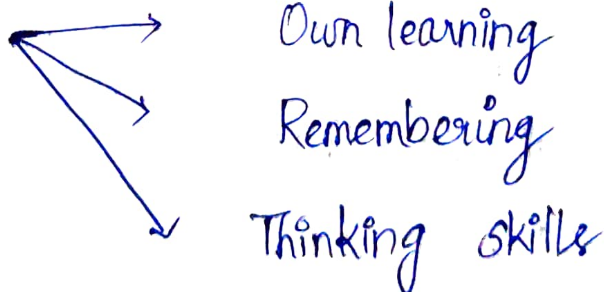
1) Imitation - Demo by teacher
2) Manipulation - Manipulating equipment by student
3) Precision - Accuracy increases by practice
4) Articulation - Achieve efficiency by practice
5) Naturalization - Able to adopt

GAGNE & BRIGGS CLASSIFICATION :

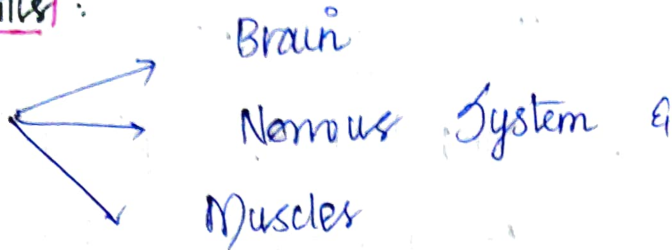
- Simple to complex approach
- **Intellectual** (5 types)



- **Cognitive** (3 types)



- **Verbal Information:**
  - Refers to organized bodies of knowledge that can individual acquires
- **Motor Skills:**
  - About [3 types]

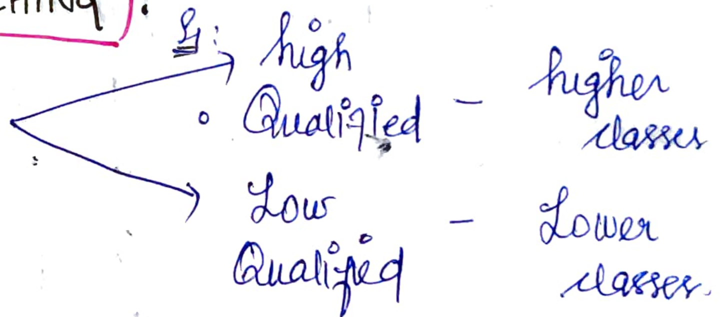


Work together → Physical Skills

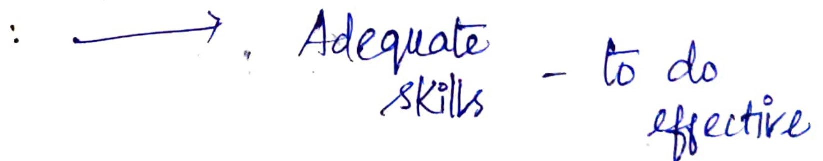
- **Attitudes**
  - Refers to an internal state of an individual.

FACTORS AFFECTING TEACHING:

1. **Educational Qualification:**



2. **Skills**



3. **Experience:**
   - Teacher is a learner all the time
   - Share his/her enhanced knowledge
   - It helps for - Handling of Student queries.

Class room environment:

- Initiate to support teaching learning progress.

Economic factor:

- If there is a financial problem → Teaching & learning - Affected

Administrative policies:

- Intends to bring standardization in teaching practice

Subjective matter:

- Subject specialization - Must

Parental Expectation:

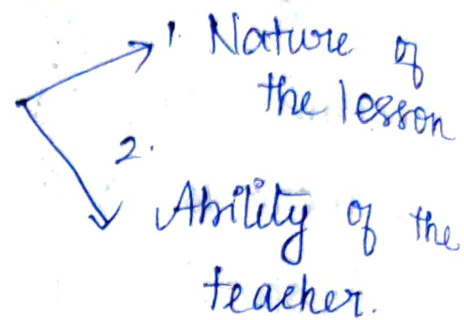
- Intervening variable
- Put Stress on teacher & learner.

METHODS OF TEACHING: [9 types]

- Story telling
- Textbook
- Lecture
- Demonstration
- Tutorial
- Question answer
- Discussion
- Heuristic
- Discovery.

Strategies:

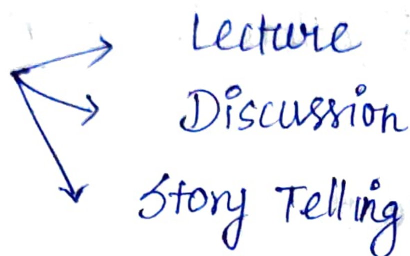
- Related to the presentation of the lesson
- Adaptation of a method depends on



1. Nature of the lesson
2. Ability of the teacher.

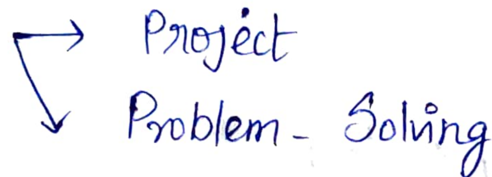
Categories:

Telling Methods:



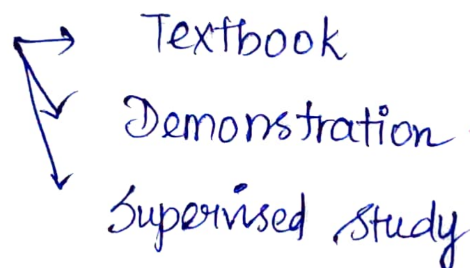
- Lecture
- Discussion
- Story Telling

Activity Methods:



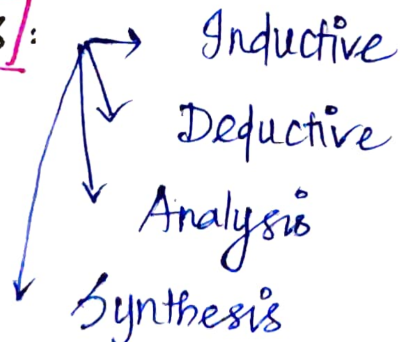
- Project
- Problem-Solving

Visual Methods:



- Textbook
- Demonstration
- Supervised Study

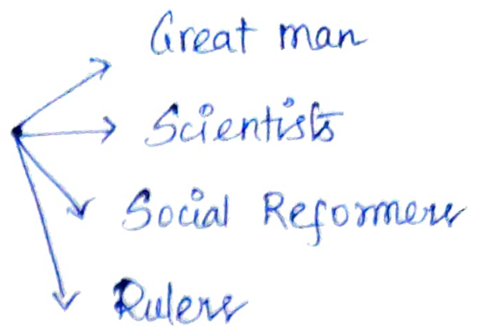
Mental Methods:



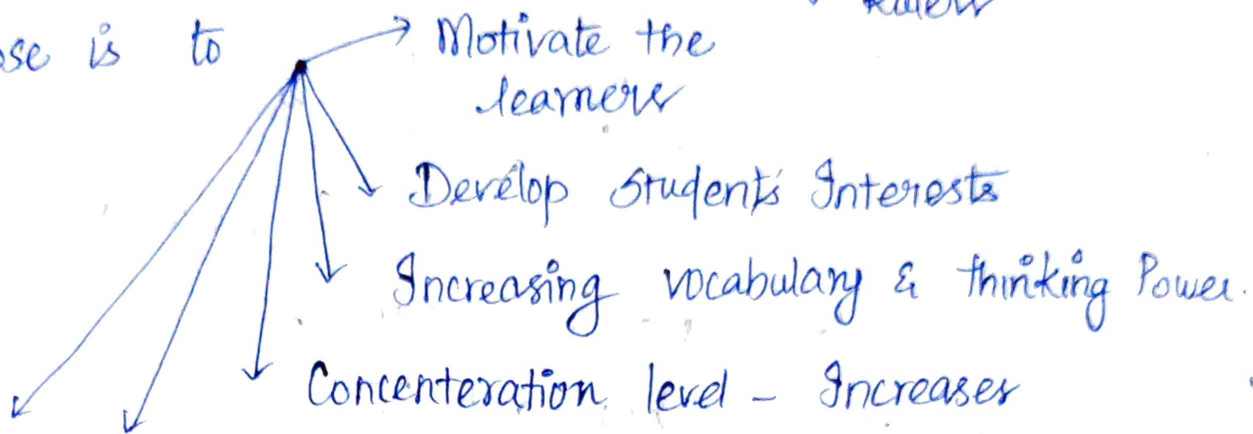
- Inductive
- Deductive
- Analysis
- Synthesis

Story Telling Methods:

- Teacher tells stories depicting light on

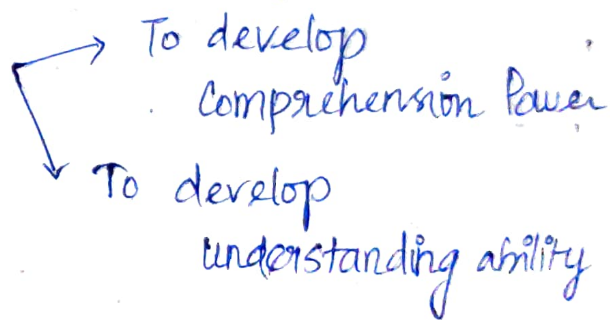


- Purpose is to

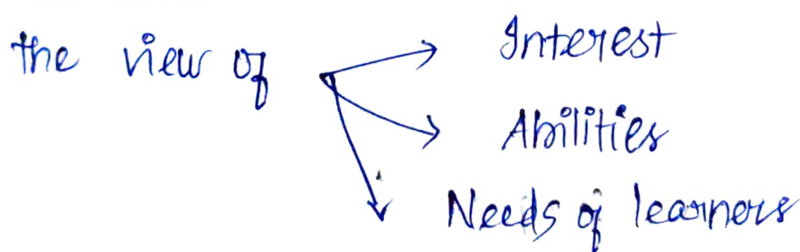


Text Book Method:

- Teacher reads the books & explain imp things
- Learner - Reads it too loudly



- Text books are written in the view of



Lecture Method:

- Old & Traditional Mtd.
- Chalk & Talk Mtd
- Teacher delivers diff points of a topic without ~~txt~~ helping notes
- Students can ask questions

- Lecture of the Teacher → Logical, Systematic, Attractive, Clear

- Examples - given to clarify concepts.
- Easy & effective method to → Introduce lesson, Complete a lesson

- Makes the students passive learners
- Little scope for learner activity
- It is against the principle of learning by doing.
- It doesn't take into concenteration individual differen[ce]
- It doesn't develop power of reasoning of the students
- It becomes monotonous to the students.
- It has more limitation but still it is the most used method.

Demonstration Method:

- If learning task is risky / complex to learn, teacher demonstrate & explains.
- Teacher demonstrates all the activities given in the lesson before
- Explains difficult points in middle through lectures
-
-

- Students get Knowledge without Experimentation.
- Useful to science subject
- Lack of opportunity for practical ability
- Learners only observe demo
- Not possible to teach all the topics

Tutorial Method:

- Whole class is ÷ into homogenous small sections on the basis of abilities
- Teachers can remove difficulties by giving them ind. guidance
- Besides, group teaching is also possible here being the tutorial group homogenous.

Question - Answer Method:

- Greek philosopher, Socrates → Exponent of this Method.
- He believed that knowledge existed in the spirit of humans.
- Teacher gives Knowledge through questioning.
- Questioning increases curiosity of Students
- Inc the comprehensive power.
- Teacher - learner ⇒ Both learn from it
- Natural method of learning with interaction
- .

Discussion Method :

- Can be formal / Informal
- Logical Arguements
- Development of leadership - Main Obj of this Mtd
- Develops ability of tolerance to students
- Attitude & aptitude can be brought
- Teacher can give open ended questions
- Develops student Expression powers.

Heuristic Method :

- Student acquire the knowledge him/herself by discovering the facts on their own.
- Problematic situation - first - Hypothesis, then - fact
- Heuristic → Armstrong → Exponent of this.
- Pollition & danker [1945] → "Problem Solving"
- Based on "Trial & Error" Theory
- Logical & imaginative thinking → Requirements of this Strategy
- Teacher - guides them
- Suitable to inc the self confidence.

Discovery Method :

- Diff from heuristic method.
- Used for the facts & concepts related to sub of Social Science.

[While heuristic method → Used to propound new laws & principles of since to verify them].

- Facts & information → Explained here in an objective manner.
- Discovery – Related to past incidents while,
- Heurism – Related to present

Eg:
- Discover mtd – " Causes of Aurangazed's failure in South India.
- Heuristic Mtd – " Causes of low production of milk in Bihar ".

~~FACTORS AFFECTING TEACHING~~ :

Other Methods : (10 types)

- Role play
- Case Study
- Brainstorming
- Assignment
- Team Teaching
- Simulation
- Project
- Personalized Instruction
- Diff. Instruction
- Open Learning

Role play:

- Used by many teachers
  - → To help solve classroom interpersonal problems
  - → To teach human relations skills in classroom
- Used to facilitate
  ↓
  Subject matter learning through dramatization of literary
- Resemblance of real life situations.
- Interactive & Interesting
- Immediate feedback
- Effective to change attitude of Participants
- Develop
  - → Social
  - → Decision making
  - → Problem Solving.

Case Study:

- lecture → Students participation less
- Case Study → Students participation More (Active Mtd)
- Case
  - → Actual situation
  - → Decision making
  - → Problem
  - → Issues.

- Students - deal with the problems described in the case.
- Leads - Innovative Solution
- Not Suitable for all subjects & situations
- Experience from real world
- Work focus from teacher - Student
- Effective for learner centered education.
- Case study → Short brief discussion in classroom.
  → Semester level project.

Brainstorming:

- Loosely structured form of discussing for generating ideas.
- Very useful technique for → Problem Solving
  → Decision making
  → Creative Thinking
  → Team building
- Develops → Listening Skills
- Students → Think without restriction

[Eg: If I were a prime minister]

- Discover new → Ideas
  → Thoughts &
  → Responses very quickly.
- Spontaneity → Hallmark of brainstorming.

- Works well in small groups.
- Quantity < Quality.

Assignment:

- Written assignment helps →
  - Organization of Knowledge
  - Acquiring addition Knowledge
  - Application of Knowledge
  - Better Preperation for Exams.
- Not merely from books
- Teacher should examine parameters of the assignment topic
- Should be open ended.
- Helps in both teaching & Learning.
- Students work independently
- Helps sharpening →
  - Comprehension
  - Analytical
  - Problem solving abilities
  - Creativity.
- Students copy each other → -ve

Team Teaching:

- Innovative approach in large groups
- Two or more teachers involved in →
  - Planning
  - Executing
  - Evaluating
- learning experiences of a group of - students.

Advantages:

- Optimum use of multiple teaching techniques & devices
- Improvement of teaching quality

Limitations:

- Finding teachers with special competencies - difficult task
- Not useful for all subjects
- Requires more timing for Planning / Scheduling

Simulation:

- Creating conditions that are similar to actual conditions
- Training provided

Eg: Training of pilots & astronauts takes place in conditions that are quite similar to actual flight conditions

- Specifically for training purpose

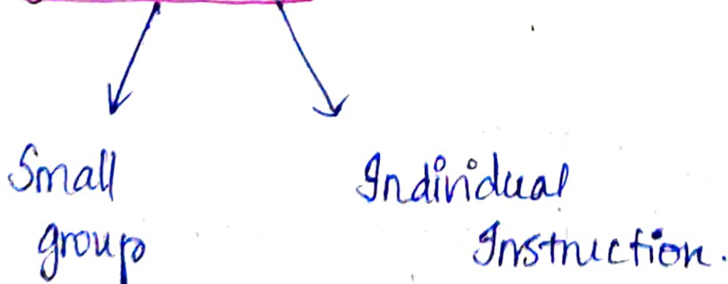
Advantages:

- Economical in the long run
- Safety aspects taken care of

Limitations:

- Entails high initial investment in machinery, equipment.

Project Method:



- Students - allowed to Explore & Experience.
- Experimental learning better than rote learning & memorization.
- Focuses on democracy & collaboration to solve problems.

Advantages:

- Habit of critical thinking - will be improved
- Habit of team working - "

Limitations:

- Continuous monitoring - Required
- Additional resources - Required

Personalized System of Instructions:

- Used for all subjects
- Learner must achieve → Mastery of subject.
- ~~Facilities~~ Facilitates → Self paced learning
- Not suited for rapidly changing course content
- Not suitable for → Psychomotor / Affective domain

Open Learning:

- Flexible method of delivering instruction
- Learner has - Open access to learning resources.

- Regular attendances - not necessary
- Teacher - student interaction through tutorials - form a part of open learning
- Learning packages - developed making use of multimedia

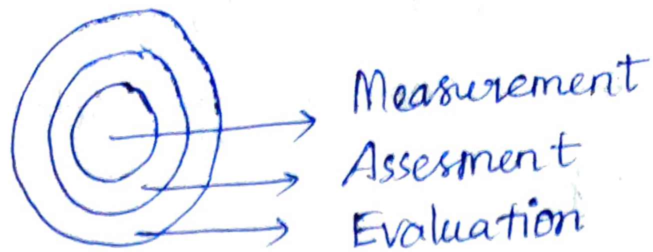
Differentiated Instruction:

- Dynamic & Proactive method
- Combo of
  - Whole group
  - Small group
  - Individual Instruction
- Qualitative aspect than quantitative aspect
- Uses multiple access to accomodate multiple intelligen
- Students centered.

EVALUATION SYSTEM:

Diff b/n Assesment & Evaluation:

Assesment	Evaluation
Gathering of info	Act of Setting Value on assesmu - info
Information	Judgement
Qualitative	Quantitative
Strength & Weakness	Ranks
Diagnostic, formative as well as summative.	Only summative.



Characteristics of Evaluation System:

Comprehensiveness:

- To assess all aspects of student development
- Used diff techniques → To evaluate performance.

Continuous

- No fixed time limit for Completion
- It is Cont. process.

Eg: CBSE's [CCE]

- Identifying difficulties at regular intervals
- Remedial for that
- Enhance student performance.

Functions of Evaluation:

1. Dignosis & Feedback

- Identifying Strength & Weakness

2. Prediction



3. Motivation

4. Better giudance

5. **Selection**: Suitable person for a career.

6. **Remediation**: Locating area which we need remedial action.

7. **Facilitates planning**:

- It helps teacher in



8. **Revision of curriculum**

9. **Inter-Institutional comparison**

10. **Educational decision making**

11. **Submission of progress of report to parents.**

Classification of Evaluation

Quantitative

- Written Exam
- Oral Exam
- Practical Exam

Qualitative

- Observation & interview
- Checklist
- Rating Scale
- Cummulative Records.

Types of Evaluation: [7 types]

- Formative
- Summative
- Diagnostic
- Placement
- Continuous & comprehensive
- Criterion referenced
- Norm referenced

Formative Evaluation:

- Internal Evaluation
- Focus on the process
- Ongoing feedback
- Results are immediately known to learners
- Improve the quality:- Teaching - Learning.
- Identifies specific learning error
- Students - Active Involvement
- Occurs - frequently during the course
- Integral part of learning Process

Eg:

- Quiz
- Unit test
- Chapter test
- Practical
- Interviews
- Conversation
- Visual & Oral testing
- Assignment

Summative Evaluation:

- External Evaluation
- Focus on outcome
- Judging worth of the program at the end
- Total academic evaluation
- Determining the students achieved course objective.
- Most traditional assesment method.

- Assesment in the form of Paper-Pencil test mostly.
- Specific deadline
- Shows how good or how satisfactory students completing objectives of instructions.

Eg: → Oral reports
→ Projects
→ Term Exam
→ Semester Exam.

Diagnostic Evaluation:

- Occurs at the beginning of the - Before a new unit.
- Identifies students who lack prerequisite.
  * Knowledge
  * Understanding
  * Skills.
- Identifies students interests.
- Provides info essential to teachers in designing
- Appropriate programs for all students.
- More Comprehensive & detailed

Eg: Why essay is difficult & failed.

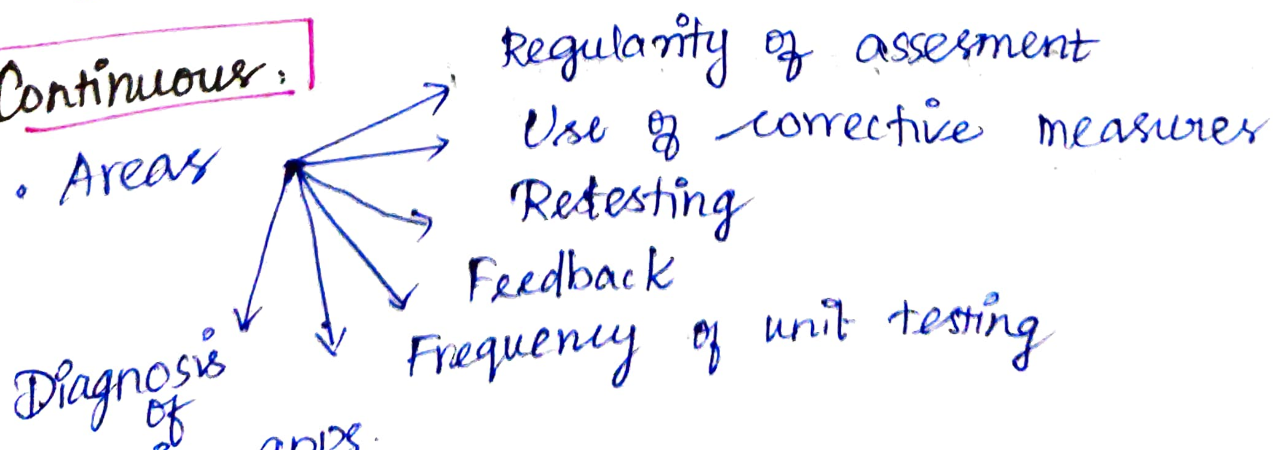
- Causes & remedies of persistent learning problems during instructions.

Placement Evaluation :

- Designed to place → Right Person in right place.
- Determine Knowledge & Skills in Beginning.
- To place students acc to prior achievement.
- The future success to the instructional process depend on the success of placement evaluation.
- To determine the level or position of the child in the instructional sequence.

Continuous & comprehensive :

- Replaces marks with grades
- Evaluates every aspect of the student
- Helps in reducing examination phobia
- Through →
  - Formative
  - Summative
  - Diagnostic
  - Placement
- Sometimes done at informal



Comprehensive:

Scholastic aspects:

- Subject specific

Areas:

- Knowledge
- Understanding
- Evaluating
- Creating
- Analyzing
- Applying

Co-Scholastic aspects:

- Personal qualities
- Co-curricular activities
- Attitudes
- Values.

Criterion referenced:

- When the evaluation is concerned with the Performance of the individual terms of.
  - What he/she can do (or)
  - The behaviour he/she can demonstrate

  → Criterion Referenced Evaluation

- In this evaluation there is a reference to a criterion
- There is no reference to the performance of other individuals in the group.

Eg:

- Rajan got 100 marks in a test of Mathematics
- A typist types 60 words per minute.